

## Where to go for more information

### Contact the school

If you have any questions about the support your child is receiving, or about SEN more generally, please speak to your child's class teacher in the first instance or our SENCO.

### See our SEN policy

The school's SEN policy sets out more detailed information about the support available for children with SEN and disabilities.

You can access the policy on our school website.

### External links

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- **SEND Code of Practice: 0 to 25 years**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- **SEND: a guide for parents and carers**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

- **IPSEA home**, IPSEA  
<https://www.ipsea.org.uk/home>

## Glossary of terms

**EHC plan** - education, health and care plan (these have replaced statements of special educational needs)

**LDA** - Learning difficulty assessment

**SEN** - special educational needs

**SENCO** - SEN co-ordinator

## The SEND Code of Practice: support procedures

You may find the section on 'SEN support in schools' in chapter 6 of the SEND Code of Practice a useful reference when explaining the new approach.

It outlines how SEN support will work. Paragraph 6.44 explains that:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The four stages are:

- **Assess:** carry out a clear analysis of the pupil's needs
- **Plan:** decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- **Do:** the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching

- **Review:** evaluate the impact and quality of the support and interventions and listen to the views of the pupil and parents

Paragraph 6.59 of the code advises that, where a pupil continues to make less than expected progress despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists. This may include specialists secured by the school itself or from outside agencies.

It adds that a child's parents should always be involved in any decision to involve specialists.

## What is SEN?

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. As a school we assess **all** children to identify their strengths and needs and how we can best support them.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan/statement of SEN

## What is SEN support?

SEN support describes the additional help which assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists such as speech and language therapists

The new SEN support category replaces the previous categories of School Action and School Action Plus.

We will work with you, as parents, when agreeing what support we will provide and what it will achieve.

## What are EHC plans?

If your child has more complex needs, he/she might already have a statement of SEN or be assessed for an EHC plan.

EHC plans are replacing statements of SEN, which will be phased out by 31<sup>st</sup> March 2018.

## FAQs

### ***Does the new system mean my child will be getting less support?***

No. The change from School Action and School Action Plus to SEN support is designed to remove labels, not reduce support.

We want to help every child achieve the best they can. The new system means we can focus on your child's individual learning and progress rather than classifications.

### ***How will the school decide what type of support my child receives?***

We understand that every child's needs are different, and that these may change over time.

We assess each child's needs closely to identify which support suits them best.

We regularly review the support your child receives to see what is working and what isn't, and we welcome your views on this too.

### ***How do I know if my child needs SEN support?***

If your child is not making expected progress for his/her year group, he/she may need SEN support.

Class teachers and our school SENCO assess each child's progress and needs closely and will always discuss this with you before placing your child on SEN support.

### ***What if I think my child needs further support?***

Please speak to your child's class teacher or our SENCO, who may recommend carrying out an EHC needs assessment.

***We will use the 'wave' system to determine the type of support best suited to each child:***

